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ABSTRACT

To provide input for curriculum evaluation, a study to identify basic competencies required for entry-level positions in the marketing/merchandising field was conducted in Wisconsin vocational education districts. Marketing and merchandising graduates and their employers were surveyed by mailed questionnaire to determine the degree of performance and level of performance they felt the listed skills held for job entry placement. From the survey findings (responses of 21 employers and 19 graduates), it was concluded that the present marketing and merchandising curriculums are adequate but should be evaluated and updated on a continuing basis. Appendixes to the report include the questionnaires, survey results, and cover letters. (RG)

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FINAL REPORT

Project No. 03.009.151.226

MARKETING & RETAIL SALES PROGRAMS

DETERMINING PERFORMANCE LEVELS OF COMPETENCIES FOR JOB ENTRY

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Southwest Wisconsin Vocational-Technical Institute
Fennimore, Wisconsin

August, 1976

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TABLE OF CONTENTS

		Page
I.	Acknowledgements	1
II.	Summary	2
III.	Introduction	3
	The Problem	3
	Objective	3
	Activities and Procedures	3
	Review of Literature	4
IV.	Methodology	6
	Research and Findings Analysis	7
	Number of Persons Firm Employs	7
	Employers Opinion of Graduates	7
	Graduate Opinion of Vocational School Training	8
	Examination of Competencies	9
	Narrative Analysis	17
V.	Conclusions and Recommendations	19
	Conclusions	19
	Recommendations	20
VI.	Bibliography	21
	APPENDIX	

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Much appreciation is extended to Arthur O'Neill and the members of the project Advisory Committee for their support and guidance.

Finally, gratitude is expressed to all of the graduates of the Marketing and Merchandising programs, and their employer who responded with willingness and sincerity to the survey and made completion of the survey possible.

SUMMARY

A study to identify the basic competencies required by Marketing and Merchandising graduates necessary to obtain job entry-level employment was conducted by Southwest Wisconsin Vocational-Technical Institute from April to July, 1976.

Ninety surveys were mailed to graduates and their employers from Wisconsin vocational education districts. Forty of these surveys were returned, representing a 44.4% response.

The results of this survey represents opinions of the employers and graduates of the Marketing/Merchandising field in the vocational districts identified. The survey made no attempt to determine the degree of competency in the skills by employers and employees or to compare the attitudes and opinions of these two groups but only to analyze the degree of importance and level of performance the participants felt the listed skills held for job-entry placement (employment).

INTRODUCTION

THE PROBLEM

There has been much written in regard to competencies in general and those competencies required for employment in the Marketing/Merchandising field. It is the task of the educational institution and major instructor(s) involved to be familiar with the overall competencies and more specifically be able to identify those skills necessary for entry-level employment.

OBJECTIVE

The objective of this project will be to take a personal survey of the Marketing/Merchandising graduates and their employers in the vocational districts of Indianhead, Blackhawk and Southwest Wisconsin. This survey will identify: (1) the degree of importance and (2) the level of performance of the competencies identified as being taught in the vocational districts. The results will aid in evaluating those job skills listed as to their importance in the Marketing/Merchandising curriculum. With this information, the districts should be able to better look at their existing programs in a more critical light, providing for improved curriculum and instructional programs.

ACTIVITIES AND PROCEDURES

This project will be conducted by the Southwest Wisconsin Vocational-Technical Institute Marketing Instructor working with the Administrator of Research and Planning in cooperation with the Marketing instructors and Research Administrator at Blackhawk Technical Institute and Wisconsin Indianhead Technical Institute. A list of graduates and their employers of the Marketing/Merchandising program at each institute will be

compiled. Each person listed will be mailed a survey document and upon obtaining the results of the survey, data will be compiled and analyzed and recommendations will be proposed.

1. Time Design

March - identify employers and past graduates
develop questionnaires

April to May - conduct the survey

June - tabulate the results - analyze the data, and write the final report

REVIEW OF LITERATURE

The competency approach to education is a relatively new method of instruction being discussed today. All facets of vocational education are now examining its potential for their particular field. From a review of literature and the authors knowledge, it is noted that one of the leaders in developing, experimenting with and utilization of this methodology is the Marketing/Merchandising discipline.

Lucy C. Crawford's work, "A Competency Approach to Curriculum Construction in Distributive Teacher Education", identifies and ranks those competencies deemed necessary for a Distributive Education teacher. This provides direct correlation to the competencies needed by the students. In the study "The Nature and Characteristics of Middle Management in Retail Department Stores", Dr. Harland Samson provides insight into the competencies needed for those occupations indicated by the title. Dr. John Carmichael's, "An Analysis of Activities of Middle Management Personnel in the Retail Industry with Implications for Curriculum Development" also does much to examine the competency based curriculum approach.

The Interstate Distributive Education Curriculum Consortium (IDECC) utilized many of the findings of the above mentioned researchers in developing their competency based curriculum utilizing learning activity packages (LAPS). The work of IDECC has been the basis for several masters thesis trying to analyze the practicality of its unique methodology.

From all this, the author draws the following conclusion and restatement of the problem. Competencies or job-skills is the way to look at vocational Marketing/Merchandising education. How these job skills are taught is not the question. The question is what are the necessary job skills for entry-level positions, and what level of performance is needed.

CHAPTER II

METHODOLOGY

Marketing/Merchandising graduates and their employers from the three vocational districts were surveyed to determine the degree of importance and performance level of the skills needed to obtain entry-level employment in the Marketing/Merchandising field.

The questionnaire was constructed following a review of the literature, examination of the Marketing/Merchandising curriculums in the districts, and the instructional objectives established for major program courses. Contact was made with respresentatives from the districts on November 13, 1975. Introduction to the survey was made to the Advisory Committee on December 9, 1975. With information gathered through the above resources a list of competencies was developed. Included with this list of skills were several questions designed to provide some basic statistical information on those surveyed, and also allow them to make subjective comments on the program and curriculum.

On April 2, 1976 a copy of this rough draft was sent to the respective districts for review. On April 7, 1976 the instrument was field tested on a group of present working students.

With the input from the above sources, a final draft was constructed and shared with this district's representative to the State Marketing Advisory Committee, the respective districts, and a selected group of present marketing students. Their suggestions were desired to finalize a survey that would be valid in evaluating job-entry skills and still be interesting and concise enough to facilitate respondent completion.

A list of Marketing/Merchandising graduates and employers were compiled by each district. These individuals were placed on a mailing list and received a copy of the final survey instrument.

First mailing took place on April 29, 1976. A second follow-up mailing to non-respondents took place on May 10, 1976.

RESEARCH AND FINDINGS ANALYSIS

The following findings are based on the results of forty surveys. The same questionnaire, to identify the degree of importance and level of performance of job skills, was used for both graduates and employers. A separate form and letter was used, however, to provide the opportunity for each group to reply to questions designed to establish statistical information and gain subjective comments unique to each group.

NUMBER OF PERSONS FIRM EMPLOYS

From the employers surveyed, the size of business operations ranged from two employees to three hundred. The number of employees trained in Wisconsin vocational schools ranged from zero to fifty.

EMPLOYERS OPINION OF GRADUATES

The following table represents the results of question number 4 on the employer survey. The specific question states, "How qualified are vocational school graduates in basic job skills?"

TABLE I
VOCATIONAL SCHOOL GRADUATE QUALIFICATIONS IN BASIC JOB SKILLS

Very Well Qualified	8.3%
Well Qualified	50.0
Average	41.7
Unqualified	0.0

The following two tables, Table II and Table III provide information on length of time employed and salary range of graduates.

TABLE II
LENGTH OF TIME EMPLOYED WITH FIRM

Less than 6 months	21.4%
6 months to one year	43.0
1 to 1½ years	7.1
1½ to 2 years	7.1
More than 2 years	21.4

TABLE III
GRADUATES MONTHLY SALARY

$300 - $400	43.0%
$500 - $600	28.5
$700 - $800	21.4
$800 +	7.1

GRADUATE OPINION OF VOCATIONAL SCHOOL TRAINING

The following tables represent the degree of satisfaction of graduates concerning their vocational training.

TABLE IV
How satisfied were you with your vocational school training?

CHOICES	RESPONSES
Highly Satisfied	40.0%
Satisfied	60.0
Dissatisfied	0.0
Highly Dissatisfied	0.0

Some additional comments provided by the graduates to explain their responses were:
1- the high income positions need more education
2- have used all my knowledge on the job
3- learned what I needed to start out retail employment

TABLE V
How adequate do you feel your lab and classroom facilities were?

CHOICES	RESPONSES
Highly Adequate	20.0%
Adequate	73.3
Inadequate	6.7
Highly Inadequate	0.0

Both employers and graduates were provided with four open ended questions to respond to. These were designed to utilize the skills, experiences, and insight of the graduates and employers in examining several aspects of the Marketing and Merchandising curriculum. The responses to these questions will be found in Appendix I and J.

EXAMINATION OF COMPETENCIES

The following tables will provide the results of the job-skill survey from the combined responses of the graduates and employers. There are two areas that they were asked to respond to, Importance and Performance. Importance refers to how necessary having that skill is to entry-level employment. Performance refers to the level of performance of that particular competency that is necessary for job-entry. For example, the skill typing may be very important for entry-level employment, but the performance level may be only average. It is important for instructors to know both of these criteria to provide the best training.

Again, no attempt was made to contrast responses. We are not trying to compare attitudes or opinions of the two groups. We are analyzing the job-skills needed for entry-level positions utilizing input from the combined groups.

Table VI through XIII will provide an analysis of the data tabulated on the specific competencies surveyed. The tables will display each competency area with a rank ordering achieved by combing the "critical" and "very important" responses from each category. As we are looking at those competencies necessary for entry-level employment, it is felt that these two response areas will indicate those competencies definitely needed in the curriculum. Please refer to Appendixs A-H for complete responses.

TABLE VI
COMPETENCY AREA - ADVERTISING

	IMPORTANCE
Be able to:	
evaluate effectiveness of advertising	53.6%
plan and budget advertising allowances	41.3
develop ad layouts, and write copy	34.5
	PERFORMANCE
Be able to:	
evaluate effectiveness of advertising	51.6%
develop ad layouts, and write copy	50.0
plan and budget advertising allowances	48.4

TABLE VII
COMPETENCY AREA - HUMAN RELATIONS

	IMPORTANCE
Be able to:	
work well with others	94.8%
handle self well in problem situations	94.1
adapt to personality and needs of customer	91.1
develop personality traits necessary for successful job performance	85.3
	PERFORMANCE
Be able to:	
develop personality traits necessary for successful job performance	91.7%
adapt to personality and needs of customer	91.7
handle self well in problem situations	90.9
work well with others	87.2

TABLE VIII
COMPETENCY AREA - COMMUNICATIONS

	IMPORTANCE
Be able to:	
give and receive telephone orders, complaints and messages	97.0%
listen, follow and convey directions and instructions	96.9
use forms and records necessary in inventory control	78.1
use proper written communications in forms, reports, and business letters	72.7

	PERFORMANCE
Be able to:	
listen, follow and convey directions and instructions	97.1%
give and receive telephone orders, complaints and messages	94.3
use forms and records necessary in inventory control	76.4
use proper written communications in forms, reports, and business letters	74.3

TABLE IX
COMPETENCY AREA - DISPLAY

	IMPORTANCE
Be able to:	
coordinate display with other forms of promotion	73.4%
plan, develop, and construct display themes	63.3
effectively use point-of-sale material supplied by the manufacturer	58.0
letter showcards for displays	51.7

TABLE IX (continued)
COMPETENCY AREA - DISPLAY

	PERFORMANCE
Be able to:	
coordinate display with other forms of promotion	77.4%
plan, develop, and construct display themes	71.9
effectively use point-of-sale material supplied by the manufacturer	62.5
letter showcards for displays	56.3

TABLE X
COMPETENCY AREA - PRODUCT AND/OR SERVICE TECHNOLOGY

	IMPORTANCE
Be able to:	
interpret the features of a product in terms of benefits to the customer	93.7%
interpret merchandise or service guarantees and directions to customers	83.8
seek out all pertinent product information	77.4
analyze products or services in relation to current trends such as fashion or style, innovations, etc.	71.0

	PERFORMANCE
Be able to:	
interpret the features of a product in terms of benefits to the customer	94.1%
interpret merchandise or service guarantees and directions to customers	87.9
analyze products or services in relation to current trends such as fashion or style, innovations, etc.	84.9
seek out all pertinent product information	78.8

TABLE XI
COMPETENCY AREA - MATHEMATICS

	IMPORTANCE
Be able to:	
make correct change	91.0%
fill out a cash receipt report and prepare sales slip	90.9
compute all discounts, sales tax and percents	74.2
compute the extension on an invoice	73.4
calculate maximum cost that can be paid for certain price lines if you know the markup percent	67.7
compute cost of goods sold, gross margin, average inventory	64.5
compute distributions of overhead expenses	58.0
utilizing correct formula in computing markup problems	56.7
prepare and interpret an operating statement	43.8
use metric system	21.8

	PERFORMANCE
Be able to:	
fill out a cash receipt report and prepare sales slip	94.1%
make correct change	91.2
compute the extension on an invoice	84.4
compute all discounts, sales tax and percents	84.0
utilizing correct formula in computing markup problems	78.1
compute cost of goods sold, gross margin, average inventory	76.4
calculate maximum cost that can be paid for certain price lines if you know the markup percent	72.7
compute distributions of overhead expenses	60.6
prepare and interpret an operating statement	52.9
use metric system	20.6

TABLE XII
COMPETENCY AREA - SELLING

	IMPORTANCE
Be able to:	
use proper techniques to increase the sale	90.6%
determine when to approach and open with good approach	87.9
handle objections effectively	87.5
determine where the customer is in his thinking and guide him through the buying process	78.1
handle non-buying customers	72.7
establish and maintain a prospect list	48.4

	PERFORMANCE
Be able to:	
determine when to approach and open with good approach	91.5%
use proper techniques to increase the sale	88.2
determine where the customer is in his thinking and guide him through the buying process	85.3
handle objections effectively	85.3
use a good closing technique	82.4
handle non-buying customers	68.7
establish and maintain a prospect list	51.5

TABLE XIII
COMPETENCY AREA - OPERATIONS AND MANAGEMENT

	IMPORTANCE
Be able to:	
work within framework of policies and procedures	86.6%
effectively train and retrain employees	78.2
accurately handle and record customer payment of bills	77.4
develop and maintain department or store merchandise arrangements in relation to floor space and profits	76.7
accurately check in merchandise against an invoice	75.0
quickly route merchandise from receiving to sales departments	74.2
recognize and handle shoplifting	71.9
perform job performance evaluations	67.7
plan, develop, budget and schedule for work force	60.0
keep informed of pertinentstate and federal laws	57.5
make a decision in accepting or rejecting a credit application offer analyzing determining factors	50.0
work effectively with credit bureaus	35.4

TABLE XIII (continued)
COMPETENCY AREA - OPERATIONS AND MANAGEMENT

	PERFORMANCE
Be able to:	
work within framework of policies and procedures	87.5%
accurately handle and record customer payment of bills	82.3
develop and maintain department or store merchandise arrangements in relation to floor space and profits	81.2
effectively train and retrain employees	76.5
accurately check in merchandise against an invoice	76.4
quickly route merchandise from receiving to sales departments	75.8
perform job performance evaluations	72.7
plan, develop, budget and schedule for work force	67.8
recognize and handle shoplifting	64.8
keep informed of pertinent state and federal laws	60.0
make a decision in accepting or rejecting a credit application offer analyzing determining factors	50.0
work effectively with credit bureaus	42.5

NARRATIVE ANALYSIS

Of the competency areas surveyed those of Advertising and Display had less concrete results. As indicated in Table VI on page 10 the competency "evaluate the effectiveness of advertising" ranked first (53.6%) yet it ranked last in the critical column (14.3% see Appendix A). In Table IX on page 11 "coordinate display with other forms of promotion" ranked number one (73.4%). and a close second in the critical column (see Appendix B). In both competency areas Performance level rankings corresponded with those of Importance. (A note on the responses in the Advertising and Display areas. This might indicate a correlation with studies done by Kohlman (1966) and Grundle (1970) which found Advertising and Display to be two of the courses former students found least important to them.)

In Table VII Human Relations, each of the competency areas identified carries strong support, both in the Importance category and Performance. This parallels comments from both employers and former students in the importance of Human Relations in the work setting.

Communications competencies shown in Table VIII show the ability of verbal communications to be extremely important. "Listen, follow and convey directions and instructions" (96.9%) and "give and receive telephone orders, complaints and messages" (97.0%) ranked on top in both Importance and Performance.

Responses to competency area - Product and/or Service Technology are displayed in Table X. "Interpret the features of product in terms of benefits to the customer" ranks first both in Importance (97.7%) and Performance (94.1%). Response to the remaining three competency areas indicate their need also.

The competency area of Mathematics, Table XI, again shows a close correlation between Importance and Performance of the tasks. In the area of Marketing and Merchandising it is really no surprise to see "make correct change" and "fill out a cash receipt report and fill out sales slip" rank as high as they do. With so many objectives in a mathematic program to accomplish this ranking of competencies should surely help to address priorities. One note of extreme interest is the response to the metric system. At this point in time there is really no need to have a grasp of it for entry-level employment according to the respondents.

"Using proper techniques to increase the sale" (90.6%) ranked number one in Table XII. It was closely followed by "determining when to approach and use a good approach" (87.9%), "Handle objectives effectively" (87.5%) and "use a good closing technique (87.5%). Again Importance and Performance followed quite closely. There is a change in rank order, but very small point separations to not be significant.

Table XIII provides the responses to the competency area Operations and Management. Being able to "work within a framework of policies and procedures" ranked on top in Importance (86.6¢) and Performance (87.5%). The remaining competencies were quite close in response percentages. The least important competency according to the respondents was that of "working effectively with credit bureaus".

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The specific purpose of this study was to identify skills or tasks required for entry-level positions in the Marketing/Merchandising field.

The findings of the survey are based on the responses of 21 employers and 19 graduates. The individuals who completed the survey were asked to respond to questions concerning their job, title, size of firm and their opinion of the curriculum content of the Marketing/Merchandising programs in the districts. The previous tables and discussion have detailed the findings of the survey.

CONCLUSIONS

In reviewing the findings with respect to the specific objectives of the study the following conclusions are provided:

1- There is a variation in degree and type of skills needed for job-entry level employment between business.

2- Employers have found qualified workers in the vocational system.

3- Graduates were satisfied with their vocational school training.

4- Income levels for entry-level positions is relatively low however competitive with local and state average incomes for marketing entry-level employment.

5- Graduates felt labs and classrooms were quite adequate.

6- In the Marketing/Merchandising area, both graduates and employers saw a need for on-the-job type training to supplement classroom instruction.

7- There seems to be a correlation between the degree of importance and level of performance needed for entry-level skills.

8- Personality, attitude, and human relations, are extremely necessary to function on the job as are specific job skills.

9- The present Marketing and Merchandising curriculums seem to be doing an adequate job at training employees for the job market.

10- Job skills in advertising are not as importance as other competency areas, unless the person is involved directly in that field.

11- At the present time little concern appears for the metric system.

12- It appears good verbal communication are deemed more necessary for entry-level employment than are written ones.

13- Being able to work within a framework of policies and procedures unique to the business operation is important.

RECOMMENDATIONS

1- Continue with the basic Marketing/Merchandising curriculums being presently utilitized.

2- Look at the advertising course offerings to make sure relevant entry-level needs are being covered.

3- In both one year and two year programs, supplement classroom instruction with internship, on-the-job training, field observation, or lab experience, whenever possible.

4- Utilize related courses in communications or human relations to highly reinforce major instructional area entry-level job competencies.

5- Make sure math classes are covering relevant job-entry competencies.

6- Utilize people in the field to augment textbook instruction and advise on curriculum content.

7- Utilize the findings to set priorities in instructional objectives.

8- Even though present curriculums appear to be doing the job, they should be evaluated and updated on a continuing basis.

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APPENDIX A

COMPETENCY AREA - ADVERTISING

	IMPORTANCE				PERFORMANCE			
	Critical	Very Impt.	Impt.	Some Impt.	Very High	High	Average	Low
Be able to:								
develop ad layouts, and write copy	20.7%	13.8%	41.4%	24.1%	15.6%	34.4%	43.7%	6.3%
evaluate effectiveness of advertising	14.3	39.3	25.0	21.4	9.7	41.9	45.2	3.2
plan and budget advertising allowances	24.1	17.2	31.0	27.7	22.6	25.8	38.7	12.9

APPENDIX B

COMPETENCY AREA - HUMAN RELATIONS

	IMPORTANCE				PERFORMANCE			
	Critical	Very Impt.	Impt.	Some Impt.	Very High	High	Average	Low
Be able to:								
work well with others	79.4%	11.8%	8.8%	0.0%	64.1%	23.1%	12.8%	0.0%
handle self well in problem situations	64.7	29.4	5.9	0.0	48.5	42.4	9.1	0.0
adapt to personality and needs of customer	73.5	17.6	8.9	0.0	55.6	36.1	8.3	0.0
develop personality traits necessary for successful job performance	64.7	20.6	14.7	0.0	55.6	36.1	8.3	0.0

APPENDIX C

COMPETENCY AREA - COMMUNICATIONS

	IMPORTANCE				PERFORMANCE			
	Critical	Very Impt.	Impt.	Some Impt.	Very High	High	Average	Low
Be able to:								
listen, follow and convey directions and instructions	81.8%	15.1%	3.1%	0.0%	65.7%	31.4%	2.9%	0.0%
give and receive telephone orders, complaints and messages	79.4	17.6	3.0	0.0	65.7	28.6	5.7	0.0
use forms and records necessary in inventory control	56.2	21.9	15.6	6.3	58.8	17.6	20.6	3.0
use proper written communications in forms, reports, and business letters	45.4	27.3	18.2	9.1	45.7	28.6	17.1	8.6

APPENDIX D

COMPETENCY AREA - DISPLAY

	IMPORTANCE				PERFORMANCE			
	Critical	Very Impt.	Impt.	Some Impt.	Very High	High	Average	Low
Be able to:								
plan, develop, and construct display themes	30.0%	33.3%	23.3%	13.4%	37.5%	34.4%	25.0%	3.1%
effectively use point-of-sale material supplied by the manufacturer	41.9	16.1	25.9	16.1	34.4	28.1	31.2	6.3
letter showcards for displays	19.4	32.3	38.7	9.6	9.4	46.9	37.5	6.2
coordinate display with other forms of promotion	36.7	36.7	16.6	10.0	35.5	41.9	22.6	0.0

APPENDIX E

COMPETENCY AREA - PRODUCT AND/OR SERVICE TECHNOLOGY

	IMPORTANCE				PERFORMANCE			
	Critical	Very Impt.	Impt.	Some Impt.	Very High	High	Average	Low
Be able to:								
interpret the features of a product in terms of benefits to the customer	65.6%	28.1%	6.3%	0.0%	64.7%	29.4%	5.9%	0.0%
analyze products or services in relation to current trends such as fashion or style, innovations, etc.	45.2	25.8	22.6	6.4	48.5	36.4	12.1	3.0
interpret merchandise or service guarantees and directions to customers	54.8	29.0	16.2	0.0	60.6	27.3	12.1	0.0
seek out all pertinent product information	41.9	35.5	19.4	3.2	39.4	39.4	21.2	0.0

APPENDIX F

COMPETENCY AREA - MATHEMATICS

	IMPORTANCE				PERFORMANCE			
	Critical	Very Impt.	Impt.	Some Impt.	Very High	High	Average	Low
Be able to:								
make correct change	78.9%	12.1%	6.0%	3.0%	79.4%	11.8%	5.9%	2.9%
fill out a cash receipt report and prepare sales slip	72.7	18.2	9.1	0.0	82.3	11.8	5.9	0.0
compute the extension on an invoice	56.7	16.7	20.0	6.6	56.3	28.1	12.5	3.1
utilizing correct formula in computing mark-up problems	43.4	13.3	30.0	13.3	40.6	37.5	18.8	3.1
calculate maximum cost that can be paid for certain price lines if you know the mark-up percent	41.9	25.8	22.6	9.7	33.3	39.4	21.2	6.1
compute cost of goods sold, gross margin, average inventory	38.7	25.8	19.4	16.1	38.2	38.2	14.8	8.8
prepare and interpret an operating statement	25.0	18.8	28.1	28.1	20.6	32.3	35.3	11.8
compute all discounts, sales tax and percents	48.4	25.8	22.6	3.2	57.6	27.3	12.1	3.0
compute distributions of overhead expenses	29.0	29.0	16.1	25.9	33.3	27.3	27.3	12.1
use metric system	18.7	3.1	21.9	56.3	17.6	3.0	29.4	50.0

APPENDIX G

COMPETENCY AREA - SELLING

	IMPORTANCE				PERFORMANCE			
	Critical	Very Impt.	Impt.	Some Impt.	Very High	High	Average	Low
Be able to:								
determine when to approach and open with good approach	63.7%	24.2%	9.1%	3.0%	62.9%	28.6%	8.5%	0.0%
determine where the customer is in his thinking and guide him through the buying process	50.0	28.1	21.9	0.0	47.1	38.2	14.7	0.0
handle objections effectively	65.6	21.9	12.5	0.0	58.8	26.5	14.7	0.0
use proper techniques to increase the sale	53.1	37.5	9.4	0.0	50.0	38.2	11.8	0.0
use a good closing technique	59.4	28.1	12.5	0.0	50.0	32.4	17.6	0.0
handle non-buying customers	42.4	30.3	27.3	0.0	37.1	28.6	34.3	0.0
establish and maintain a prospect list	29.0	19.4	38.7	12.9	24.2	27.3	45.5	3.0

APPENDIX H

COMPETENCY AREA - OPERATIONS AND MANAGEMENT

	IMPORTANCE				PERFORMANCE			
	Critical	Very Impt.	Impt.	Some Impt.	Very High	High	Average	Low
Be able to:								
work effectively with credit bureaus	29.0%	6.4%	32.3%	32.3%	27.3%	15.2%	45.4%	12.1%
accurately handle and record customer payment of bills	64.5	12.9	9.7	12.9	52.9	29.4	14.7	3.0
keep informed of pertient state and federal laws	33.3	24.2	15.2	27.3	34.3	25.7	25.7	14.3
make a decision in accepting or rejecting a credit application offer analyzing determining factors	36.7	13.3	20.0	30.0	34.4	15.6	31.3	18.7
recognize and handle shoplifting	53.1	18.8	15.6	12.5	44.2	20.6	17.6	17.6
quickly route merchandise from receiving to sales departments	58.1	16.1	22.6	3.2	45.5	30.3	24.2	0.0
accurately check in merchandise against an invoice	56.2	18.8	12.5	12.5	52.9	23.5	20.6	3.0
develop and maintain department or store merchandise arrangements in relation to floor space and profits	46.7	30.0	16.7	6.6	50.0	31.2	15.6	3.2
plan, develop, budget and schedule for work force	33.3	26.7	20.0	20.0	45.2	22.6	25.8	6.4
effectively train and retrain employees	43.8	34.4	6.2	15.6	47.1	29.4	14.7	8.8
perform job performance evaluations	35.5	32.2	19.3	13.0	30.3	42.4	21.2	6.1
work within framework of policies and procedures	63.3	23.3	6.7	6.7	62.5	25.0	12.5	0.0

FORMER STUDENT RESPONSES TO THE FOLLOWING QUESTIONS:

What job skills, if any, do you feel you should have received to fulfill your job tasks, that were not covered in your vocational courses?

Being in college I know all of my liberal studies didn't transfer.

I feel I received a good education, I apply my schooling everyday. Each company does things differently so the general approach I received in school, with a few alterations got me set.

Since I am not getting that much use out of my voc-tech education at this time, I can't really answer this question.

Computerized cash register.

I am in printing and enjoy it - a complete course would have been good. Stress organization of any job - this is very important I feel it helps a job to go a lot easier and communicating effectively either in person, phone or letters.

Building displays in box styles and package goods, more hand drawn signs, arrangement of shelf items, influence the buyer by persuasive means.

Not all were covered.

Some type of on-the-job to have the opportunity to relate back problems and seek answers.

None.

When visiting retail stores - learn (more) about their bookkeeping methods from writing the initial order until the last step is followed.

More public relations, problem solving and a little insight on how hard it really is out in the eyes of the public.

A little more work selling to the customer and the importance of it.

Preparation for handling people. Although this is not a job skill, it is related to work. But then again, what type of course could possibly prepare one in handling different attitudes and beliefs of others.

What job skills, if any, do you feel were covered that are not important to you in your present employment?

My last semester I felt was totally worthless, which is the reason I quit to go to work.

Grammar in English. The machines in math.

Again, I can't really fully answer this question but I do feel any job skills we covered in school were of some importance because otherwise we wouldn't have covered them.

Human Relations course when I had it was of no value although it might have changed by now.

Typing, Data Process - but I feel they are important.

Many of the skills I learned I have never used in the type of employment I have had. I think if I had went deeper into the field all the classes I had would have benefited my career.

Credit - Personal Hygiene.

COBAL computer programming.

As an employee, do you foresee in the future any job skills being necessary in your present position that are not now being taught in vocational programs?

Refresher courses.

No. Unless there is a new program for "factory employees".

More work with employer - employee relationships.

Layout - Graphic Art - maybe just a one year printing course - camera course - all or anyone of these are helpful in getting a job in the printing industry.

Positive mental attitude.

I am not familiar with what skills are being taught now.

Yes, I feel more importance should be taught in preparing advertising budgets and writing business letters.

More accounting and advertising.

The metric system.

Briefly, how would you change the present Marketing/Merchandising program to prepare a more competent employee?

Add more in store training. Have the students work in the bookstore, checking merchandise in, pricing it and selling it.

While the students were still in school I would give them some experience in the marketing field. At least half of their last semester should be out on some kind of "on-the-job" training. (Like student teachers) There is no substitute for experience. Not only would they gain a little valuable experience, but also I think it would help their chances of getting a job in the marketing field when they graduate (different areas of the marketing field could be explored when doing this.)

Much more math. More human relations.

Stress organization and effective communications.

Stress getting as much information about what you are selling.

Understand people and their problems if one cannot do this he will get no personal satisfaction.

Be able to get along with other employees without losing your self-respect.

In English or communications course stress situation (example: introduce a product, pay bill, public relations) letter writing not necessarily fictional or non-fictional stories.

An observation class to go and observe as many retail operations and functions of certain operations being conducted in different locations and different sizes of operations from big to small.

Have more display time.

On the job training-definitely. Maybe a course in what different types of sales entail. To help a student decide what type of retail he or she could excel in.

As to the questions previously asked I could only answer to the type of jobs I have had. Many things I have never used in my work, I could answer only the best I could.

More observation of actual customer salesman relationships.

I would place less emphasis on grades and testing and more on learning in the field. Have more business persons spend a day lecturing and teaching the students their methods of handling book work, customer problems and let the student spend several days in a business of their choice observing how the business is operated

EMPLOYER RESPONSES TO THE FOLLOWING QUESTIONS:

What job skills, if any, do you feel would be important to the Marketing/Merchandising person in your employ that were not covered in vocational courses?

I think they are very well covered if these students would just apply what they learn - we know they learn it.

More emphasis on writing business letters and good use of grammar in general.

My opinion is that too much theory is used and not enough practical experience - I believe that in order to learn retail one should start on the sales floor level and work up.

Suggestions - selling the proper way - otherwise you are training clerks instead of salesmen!

More on the job training - the best teacher is the job.

What job skills, if any, do you feel were covered in courses, that are not necessary for your business operations?

All of them are necessary.

Advertising.

Metric.

None! Cannot learn or teach enough every phase is important.

Advertising, management, purchasing. No owner or manager in his right mind would require these skills until the student has developed (and demonstrated) his own confidence and skills in dealing with people.

Advertising, display and selling.

Looking to the future, do you foresee any job skills being necessary for your type of business that are not being covered in vocational programs?

More math is needed.

Yes - employer relations - I believe in the reverse pyramid system of management - i.e. The most valuable person on your staff is the sales person - they meet the customer.

Inventory.

Briefly, how would you change the present Marketing/Merchandising program to prepare a more competent employee for your business?

Again - getting them to have confidence in what they learn and apply this knowledge - Employers all needing new ideas for adv.-display-selling and merchandising. The more an employee can do to take burdens off employer- the better he likes it and the person will be promoted and receive salary increases as they deserve them.

More basic math is needed.

1- Retail is not a 40 hr. a week job.
2- All the theory in the world can't make up for common sense.
3- Merchandising a store takes co-ordination in all depts.
4- A buyer is not a God.

Work an arrangement with employers to have part on the job training - for short periods while going to school.

More on the job training. Working with other associates and customers. They must be able to communicate with people.

Improvement in developing the students ability to have confidence in his/her own ability to apply the fundamentals of Human Relations, Mathematics, Selling, Communications and Reading Interpretation. A vigorous reqimen 'ot practice drills with groups and individuals throughout the entire training period in applying the principles of these 5 subjects. Make these 5 subjects a religious devotional so that the student will not only learn the principles, but will have a confidence to knowingly apply what they have learned. What people know and what they do are two different things (people smoke knowing that it will kill some of them yet they still smoke).

I am favorably impressed with the job currently being done.

Southwest Wisconsin Vocational Technical Institute
Bronson Boulevard
Fennimore, Wisconsin 53809
Phone 608 822 3262
Ronald E. Anderson
District Director

April 29, 1976

Dear Businessman:

Southwest Tech's Marketing/Merchandising program needs your help!! We want to make sure we are providing our students with the opportunity to gain the basic skills necessary for employment. Your rapid response to the following questionnaire will aid us in seeing that the objectives we are trying to reach are relevant and help us to identify areas that need more emphasis, or are not being covered at all.

As a progressive businessman, your opinion is valued. Please take the time now to fill out the survey and return it in the enclosed self-addressed envelope. A prompt response is needed and will be greatly appreciated.

This questionnaire will be handled in complete confidence!!!

Sincerely,

Warren Hillmer
Marketing Instructor

Daniel Wagner, Administrator
Research and Planning

1. Name of firm (optional) _____

2. Name (optional) and title of individual completing questionnaire _____
_____

3. Total number firm employs _____ How many trained in Wisconsin Vocational Schools _____

4. How qualified are vocational school graduates in basic job skills? (circle one)

Very Well Qualified Well Qualified Average Unqualified

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Southwest Wisconsin Vocational Technical Institute
Bonson Boulevard
Fennimore, Wisconsin 53809
Phone: 608 822 3262
Robert E. Anderson
District Director

April 29, 1976

Southwest Tech's Marketing/Merchandising program needs your help!! We want to make sure we are providing our students with the opportunity to gain the basic skills necessary for employment. Your rapid response to the following questionnaire will aid us in seeing that the objectives we are trying to reach are relevant and help us to identify areas that need more emphasis, or are not being covered at all.

As a former student, your opinion is valued. Please take the time now to fill out the survey and return it in the enclosed self-addressed envelope. A prompt response is needed and will be greatly appreciated.

This questionnaire will be handled in complete confidence!!! Tear off at line if you wish to remove your name.

Sincerely,

Warren Hillmer
Markeing Instructor

Daniel Wagner, Administrator
Research and Planning

---

1. Vocational program title _____ two year _____ one year _____

2. Job title and description _____
_____

3. Length of time employed with firm - (circle one)

less than 6 months	1½ to 2 years
6 months to one year	more than 2 years
1 to 1½ years	

4. Monthly salary -

$300-$400	$700-$800	$900-$1,000
$500-$600	$800-$900	Over $1,000

5. How satisfied were you with your vocational school training?

Highly Satisfied	Dissatisfied	Explain: _____
Satisfied	Highly Dissatisfied	_____

6. How adequate do you feel your lab and classroom facilities were?

Highly Adequate	Inadequate	Explain: _____
Adequate	Highly Inadequate	_____

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Please circle the number following each statement which you feel is the degree of performance and level of importance each task has in terms of basic job skills necessary for employment.

	PERFORMANCE 1=Very High 2=High 3=Average 4=Low	IMPORTANCE 1=Critical 2=Very 3=Important 4=Some
1. ADVERTISING		
Be able to:		
develop ad layouts, and write copy.	1 2 3 4	1 2 3 4
evaluate effectiveness of advertising	1 2 3 4	1 2 3 4
plan and budget advertising allowances.	1 2 3 4	1 2 3 4
2. DISPLAY		
Be able to:		
plan, develop, and construct display themes	1 2 3 4	1 2 3 4
effectively use point-of-sale material supplied by the manufacturer	1 2 3 4	1 2 3 4
letter showcards for displays	1 2 3 4	1 2 3 4
coordinate display with other forms of promotion. . . .	1 2 3 4	1 2 3 4
3. HUMAN RELATIONS		
Be able to:		
work well with others	1 2 3 4	1 2 3 4
handle self well in problem situations.	1 2 3 4	1 2 3 4
adapt to personality and needs of customer.	1 2 3 4	1 2 3 4
develop personality traits necessary for successful job performance.	1 2 3 4	1 2 3 4
4. MATHEMATICS		
Be able to:		
make correct change	1 2 3 4	1 2 3 4
fill out a cash receipt report and prepare sales slip .	1 2 3 4	1 2 3 4
compute the extension on an invoice	1 2 3 4	1 2 3 4
utilize correct formula in computing mark-up problems .	1 2 3 4	1 2 3 4
calculate maximum cost that can be paid for certain price lines if you know the markup percent	1 2 3 4	1 2 3 4
compute cost of goods sold, gross margin, average inventory.	1 2 3 4	1 2 3 4
prepare and interpret an operating statement.	1 2 3 4	1 2 3 4
compute all discounts, sales tax, and percents.	1 2 3 4	1 2 3 4
compute distributions of overhead expenses.	1 2 3 4	1 2 3 4
use metric system	1 2 3 4	1 2 3 4

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	PERFORMANCE 1=Very High 2=High 3=Average 4=Low	IMPORTANCE 1=Critical 2=Very 3=Important 4=Some
5. SELLING		
Be able to:		
determine when to approach and open with good approach.	1 2 3 4	1 2 3 4
determine where the customer is in his thinking and guide him through the buying process	1 2 3 4	1 2 3 4
handle objections effectively	1 2 3 4	1 2 3 4
use proper techniques to increase the sale.	1 2 3 4	1 2 3 4
use a good closing technique.	1 2 3 4	1 2 3 4
handle non-buying customers	1 2 3 4	1 2 3 4
establish and maintain a prospect list.	1 2 3 4	1 2 3 4
6. PRODUCT AND/OR SERVICE TECHNOLOGY		
Be able to:		
interpret the features of a product in terms of benefits to the customer	1 2 3 4	1 2 3 4
analyze products or services in relation to current trends such as fashion or style, innovations, etc. .	1 2 3 4	1 2 3 4
interpret merchandise or service guarantees and directions to customers.	1 2 3 4	1 2 3 4
seek out all pertinent product information.	1 2 3 4	1 2 3 4
7. OPERATIONS AND MANAGEMENT		
Be able to:		
work effectively with credit bureaus.	1 2 3 4	1 2 3 4
accurately handle and record customer payment of bills.	1 2 3 4	1 2 3 4
keep informed of pertinent state and federal laws . . .	1 2 3 4	1 2 3 4
make a decision in accepting or rejecting a credit application after analyzing determining factors. . .	1 2 3 4	1 2 3 4
recognize and handle shoplifting.	1 2 3 4	1 2 3 4
quickly route merchandise from receiving to sales departments.	1 2 3 4	1 2 3 4
accurately check in merchandise against an invoice. . .	1 2 3 4	1 2 3 4
develop and maintain department or store merchandise arrangements in relation to floor space and profits.	1 2 3 4	1 2 3 4
plan, develop, budget and schedule for work force . . .	1 2 3 4	1 2 3 4
effectively train and retrain employees	1 2 3 4	1 2 3 4
perform job performance evaluations	1 2 3 4	1 2 3 4
work within framework of policies and procedures. . . .	1 2 3 4	1 2 3 4
8. COMMUNICATIONS		
Be able to:		
listen, follow and convey directions and instructions.	1 2 3 4	1 2 3 4
give and receive telephone orders, complaints and messages	1 2 3 4	1 2 3 4
use forms and records necessary in inventory control. .	1 2 3 4	1 2 3 4
use proper written communications in forms, reports, and business letters	1 2 3 4	1 2 3 4

What job skills, if any, do you feel you should have received to fulfill your job tasks, that were not covered in your vocational courses?

What job skills, if any, do you feel were covered that are not important to you in your present employment?

As an employee, do you foresee in the future any job skills being necessary in your present position that are not now being taught in vocational programs?

Briefly, how would you change the present Marketing/Merchandising program to prepare a more competent employee?

EMPLOYER

What job skills, if any, do you feel would be important to the Marketing/Merchandising person in your employ that were not covered in vocational courses?

What job skills, if any, do you feel were covered in courses that are not necessary for your business operations?

Looking to the future, do you foresee any job skills being necessary for your type of business that are not being covered in vocational programs?

Briefly, how would you change the present Marketing/Merchandising program to prepare a more competent employee for your business?

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Arthur O'Neill - Owner
O'Neill Shoes
Main Street
Platteville, WI 53818

Bill Brown - Owner
Brown's Smart Fashions
Richland Center, WI 53581

Robert Grinnell - Consumer Services Supervisor
Wisconsin Power & Light Company
Mineral Point, WI 53565

John Lalor - Chairman
Business, Marketing & General Education Division
Southwest Wisconsin Vocational-Technical Institute
Bronson Boulevard
Fennimore, WI 53809

AGENDA

MEETING OF: Retail Sales/Marketing Advisory Committee Meeting

DATE AND TIME: December 9, 1975 --- 7:30 p.m.

LOCATION: Building 200 --- Conference Room

1. Welcome and introductions
2. Review and approval of minutes of previous meeting
3. Discussion of Supervisory Plan
4. Discussion of present enrollment and program status
5. Recommendation of alternatives
6. Discussion of new programs
   a. One-Year Specialist
   b. Route Sales
7. Placement report
8. D.E. Scholarship
9. Introduction of Marketing Research Project by Dan Wagner, Administrator, Research and Planning

Southwest Wisconsin Vocational-Technical Institute

Official Minutes

Meeting of: Retail Sales/Marketing Advisory Committee Meeting

te and Time: Tuesday, December 9, 1975

Location: Building 200 - Conference Room

Members Present:

Bob Grinnell	Warren Hillmer
Art O'Neill	Lynn Reichert
Bill Brown	Brooks Ott
John Lalor	Dan Wagner

The meeting of the Retail Sales/Marketing Advisory Committee was called to order by Mr. Bill Brown, Vice-chairman, at 7:40 p.m. Mr. James Soles, Chairman, was not present at the meeting. His term on the committee has expired, and he will not be returning. Mr. Warren Hillmer then introduced Mr. John Lalor, Division Chairman.

The minutes of the last meeting were discussed. One of the points brought out from the minutes was about retail record keeping. It was indicated the recommendation that it be a semester course was initiated. The minutes were approved as presented.

The first item on the agenda to be discussed was the D.E. Scholarship. Mr. Lynn Reichert gave a report on last year's scholarship. He talked about the winners, their comments on receiving the scholarship, and how they were chosen. It was decided to have two winners again this year. Mr. Bob Grinnell moved that every member of the committee contribute $15 toward the scholarship fund. Mr. Art O'Neill seconded it. The motion was passed by unanimous vote. DECA will also contribute $15 so that two scholarships of $60 each can be awarded. The winners will be chosen in the same way as last year.

Mr. Warren Hillmer talked about the judging needed at DECA CDC competition in Madison. The competition is on March 4, 5, and 6. Mr. Hillmer will send in the Advisory Committee's names.

Discussion was also held on the DECA Diamond Fund. Suggestions were made on how the students should solicit funds.

Mr. John Lalor talked about tuition. He mentioned that enrollment is up even with the tuition being added on to the fees this year. It was mentioned that employment factors, etc., could be big factor for enrollment increase. However, the number of adults in night class has decreased. Mr. Art O'Neill suggested that the Business and Marketing Division place their own ad in the paper to attract more people.

The Supervisory Plan was discussed next. The total enrollment in the Business and Marketing Division is 216. Mr. John Lalor commented that most of the rooms are utilized from 7:30 a.m. to 4:30 p.m. There are plans being made to build a house to contain three programs; namely, home furnishings, child care program, and home management system.

The placement report was given next. Overall placement for last year was 92.3%. Mr. Dan Wagner gave suggestions for follow ups in coming years.

The next discussion was on recommendations of alternatives. The problem of the low enrollment in the marketing class was the major topic of discussion. Reasons were given for the low enrollment. It was taken into consideration that displays on marketing should be set up in different towns. Mr. Harland Samson has looked into the marketing program. Mr. John Lalor said that he would get a copy of Harland Samson's report to each member of the committee when it comes in.

Discussion of new programs was next on the agenda. Mr. Warren Hillmer gave a report on the one-year specialist course. How the class would be conducted was the major topic of the discussion.

Route sales was discussed next. Mr. John Lalor commented on the subject. We are one of two such programs in the state. This program is expected to start in 1977. It may even start in 1976.

Mr. Dan Wagner talked about the Marketing Research Project. More money will be put into the marketing area. He is trying to survey all the graduates of the marketing and retail sales area and all the employers who hired them. Mr. Hillmer has the responsibility to make his recommendations for this report.

Mr. Bob Grinnell moved that the meeting be adjourned. Mr. Art O'Neill seconded it. The meeting was adjourned at 10:50 p.m.

Carol Kreul,
Recorder

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